

Name: _____ Date: _____

Teacher: _____ School: _____

Grade 2 Note-Sheet Scoring Chart for Units 1 and 4

Data captured from this assessment are intended to inform instruction. These are not summative tasks and therefore, they should not contribute to grades until writers have opportunities to receive feedback after the baseline is given and revise multiple times. See assessment blueprints for more information and the common procedure to be followed.

Step One: Defining Topics and Creating Research Questions:**RI.2.1, W.2.5****___ 4 point response (above standard)**

- Writer formulates at least four questions that can guide research, using the starters who, what, when, where, why, and how.
- Questions connect to one another and will enable writer to explore a refined topic in a focused way.

___ 3 point response (at standard)

- Writer formulates 2-3 questions that can guide research, using the starters who, what, when, where, why, and how.
- Questions will enable writer to locate key details as they research their topic.

___ 2 point response (below standard)

- Writer formulates at least one question that can guide research, using the starter who, what, when, where, why, or how.
- The question will support beginning efforts to research a topic.

___ 1 point response (significantly below standard)

- Writer is beginning to identify a topic for research and formulate a guiding question.

TOTAL POINTS POSSIBLE**/4**

Step Two: Make an Inference and Support it with Text Details

RI.2.2, W.2.7

___4 point response (above standard)

- Writer explores a variety of texts and positions self as motivated researcher who is confident in ability to find answers from text as a means of satisfying own curiosities.
- Writer identifies the main topic of texts that are at least four paragraphs long and the specific focus of individual paragraphs within the text.

___3 point response (at standard)

- Writer explores texts assigned and positions self as a researcher who is capable of finding answers from text when asked.
- Writer identifies the main topic of texts that are 2-3 paragraphs long and the specific focus of each paragraph within the text.

___2 point response (below standard)

- Writer explores a single text and manages discomfort well enough to complete the task assigned.
- Writer identifies the main topic of a single paragraph text.

___1 point response (significantly below standard)

- Writer displays frustration and/or disengagement and asks for assistance in identifying the main idea from a single paragraph.

Step Three: Prewriting and Drafting for Your Club Proposal

R.2.1, W.2.2, W.2.5

*The required rubric for the Units 1 and 4 performance-based assessment may be used for self-evaluation purposes. It should also be used to generate a score for this domain.

Step Five: Peer Review and Revision
(W.2.5)

___4 point response (above standard)

- Writer formulates a clear revision plan in response to feedback provided and supplements feedback from peer review with information from self-evaluation or others as needed (if feedback received was inadequate).
- Revisions to work are significant. The content changes in meaningful ways pre/post.

___3 point response (at standard)

- Writer formulates a revision plan.
- Revisions to work are adequate. The content changes in noticeable ways pre/post.

___2 point response (below standard)

- Writer is beginning to formulate a revision plan.
- Writer has begun to revise work, focusing mostly on surface errors and minor aspects of content.

___1 point response (significantly below standard)

- Writer needs additional support to attend to feedback.
- Writer has edited work and improved conventions. Content remains unchanged.